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AUGUST, 1911

No. 6

THE · SIERRA EDUCATIONAL NEWS ·

AND BOOK
REVIEW



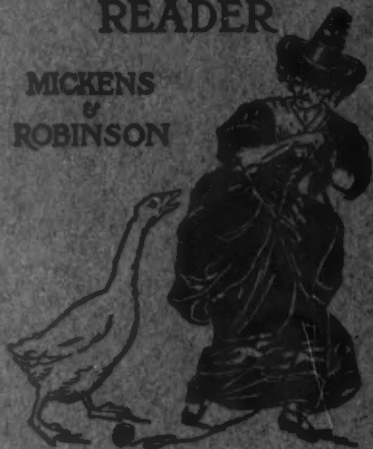
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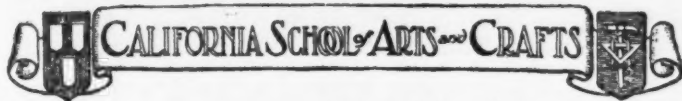
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N.E.A. NUMBER
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ILLUSIONS OF WAR

War
I abhor
And yet how sweet
The sound along the marching street
Of drum and fife! And I forget
Wet eyes of widows, and forget
Broken old mothers, and the whole
Dark butchery without a soul

Without a soul—save this bright drink
Of heady music, sweet as death:
And even my peace-abiding feet
Go marching with the marching street;
For yonder, yonder, goes the fife,
And what care I for human life?

The tears fill my astonished eyes,
And my full heart is like to break;
And yet 'tis all embannered lies,
A dream those little drummers make.

Oh, it is wickedness to clothe
Yon hideous grinning thing that stalks
Hidden in music, like a queen
That in a garden of glory walks
Till good men love the thing they loathe!

Art, thou hast many infamies,
But not an infamy like this.
Oh, snap the fife, and still the drum
And show the monster as she is!

Richard LeGallienne

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AND BOOK REVIEW

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Editorial Comment

L. E. ARMSTRONG

TO THE SCHOOL TRUSTEES OF CALIFORNIA

This number of the SIERRA EDUCATIONAL NEWS is respectfully dedicated to the school trustees of California. Our purpose in sending this number to these worthy men and women is indicated in our cover-design. Our desire is to bring the teachers and the trustees of California closer together, and to point the way to a permanent realization of greater educational unity. For are not the teachers and the trustees the two arms of our educational service, the professional arm and the layman arm? Ten thousand trustees in California are working with ten thousand teachers and superintendents to discharge the State's most solemn obligation—the education of the young. How great the necessity for mutual confidence, sympathetic understanding and cheerful co-operation! This number could not have a loftier purpose than to promote a better understanding between the teachers and the trustees of California.

THE FIRST INSTITUTE FOR TRUSTEES

The first institute for trustees under the new law providing for such meetings, was held at Yuba City, on May 20th. Trustees were in attendance from every school district in Sutter county. A good practical program, adapted to the needs and interests of trustees, had been arranged by Superintendent Hobart W. Heiken. Geo. L. Sackett addressed the trustees on "General School Management" and "School and Community Life." Job Wood Jr., spoke on "Recent School Legislation" and "Educational Training for a Successful Life." Hon. A. H. Hewitt, speaker of the Assembly, discussed "Better Salaries for Teachers." Allison Ware, president of the Chico Normal, lectured on "Employment of Teachers and Home Influences." Opportunity was given the trustees to discuss the questions raised in the addresses, and to consider problems that had arisen in their service as school trustees. Superintendent Heiken had also wisely provided opportunity for social intercourse. After the evening lectures, a good substantial dinner was served; thus closing with informal discussion and good fellowship a most successful meeting.

BIG POSSIBILITIES UNDER THE NEW LAW

We are glad to record the success of this first meeting of trustees under the Chandler law. This law offers great possibilities for good. We have long believed that the State could profitably render more assistance to trustees in the discharge of their duties. Lawyers, doctors, clergymen, teachers, bankers, insurance agents, advertising men all hold regular meetings, to discuss better ways of doing things, to profit by the experiences of others. California spends yearly one hundred seventy thousand dollars for teachers' institutes. In addition to this service rendered by the State, nearly ninety per cent of our teachers take advantage of the opportunities for professional improvement offered at the annual meetings of the several sections of the California Teachers' Association. The trustees of California have the interests of nearly four hundred thousand children in their hands. These trustees direct the annual expenditure of fifteen million dollars. Surely, if the State has found that it pays to spend one hundred seventy thousand

dollars a year to sharpen the professional insight of her teachers, she will find it equally profitable to bring to trustees opportunities for thorough consideration of the problems peculiar to their duties.

And this is no reflection on the trustees of California. They are a fine body of men and women, conscientious, able, and sincerely desirous of faithfully discharging their obligations to the children of the State. They have done well. They can do better. They need help in their work even as teachers need help in theirs, and the State will safeguard its own highest interests by freely extending this aid. We rejoice that the new law marks a public recognition of the importance of the trustees in the educational work of California. We are confident that superintendents and trustees will avail themselves fully of the opportunity afforded under the law. We look for vigorous, helpful meetings of trustees all over the State. The institute for trustees is an institution that has come to stay.

SHAKE-UP IN THE STATE PRINTING OFFICE

After a careful investigation the State Board of Control has reported to the governor that by "vicious and illegal methods" the state printing office has attempted "to loot the school and general fund of the State" "for the benefit of certain business firms which have been closely associated with the state printing office for years." The report declares that by means of fraudulent bidding, excessive profits have been reaped by favored firms, and that the burden of these illegal profits have fallen upon the school children. On this point the report says:

"Three-fifths of the business of the state printing office is the manufacture of textbooks. It will therefore be apparent to your excellency that three-fifths of the excessive profits which favored contractors have been deriving from the state have been levied upon the school books.

"The board calls to your attention that during the last eight years payments have been made to the Zellerbach Paper Company, the H. S. Crocker Company, the E. J. Shattuck Company and George D. Graham aggregating \$795,279.73.

"What proportion of this immense sum represents excessive profits can only be estimated, using the prices paid for textbook paper, ink and other supplies as a basis. That a large percentage was excessive profit

is clear, and it is further clear that three-fifths of this profit was provided by increasing the cost of textbooks to the school children."

While surprised at the charge of criminal mismanagement, those familiar with the conduct of the state printing office have long recognized its inefficiency and waste. The state printing office has never been run on a business basis. A political office, it has been for years an asylum for broken-down political henchmen. The cost of labor and material in putting out our textbooks has been excessive. Any business firm obliged to meet this cost would have been forced to the wall. In the state printing office big business and politics have come together once more with the inevitable result of such union. And, in this instance, the children of the State have paid the price of the unholy combination.

By a peculiar irony of fate, California deliberately chose this politico-business method of furnishing books to her children to avoid the clutches of "the book trust." Whatever may have been the dangers of the Scylla from which the State fled, surely they were not greater than those of the Charybdis into which she has fallen. It has been dangerous to tell the truth about the state printing office. The all-sufficient reply to the critic is that he is "controlled by the book trust." Appealing to popular prejudice, the spectre of the book trust has prevented a respectful hearing of the evils in our plan of furnishing textbooks. This "waving the bloody shirt" of the book trust, coupled with provincial pride in our local productions, made the textbooks of California for many years the laughing-stock of the nation. Dire necessity finally compelled us to reform the local production feature of the plan, but we are still in the grip of an ineffective system of printing and distributing our textbooks. We need an overhauling of the entire question. If we mistake not, the people are now ready to consider on its merits our system of furnishing textbooks. Next month we shall consider some of the main factors bearing on the problem.

THRESHING OUT AN IMPORTANT QUESTION

At a meeting of the State Board of Education last February, the *Western Journal of Education* was discontinued as the official organ of the department of public instruction. A petition from the California Council of Education to designate the SIERRA EDUCATIONAL NEWS

was taken under advisement. At its June meeting the State Board refused to designate any journal. Thereupon the county and city superintendents of California, in their annual convention in San Francisco in early July, called upon the State Board by a practically unanimous vote to designate speedily an official journal.

In view of this frank difference of opinion between the State Board on the one hand and the superintendents and teachers of California on the other, the executive committee of the Council of Education took steps to secure a public discussion of the question. Firm in the belief that sunlight leads toward truth, the executive committee invited the president of the Chico Normal and the secretary of the Council of Education to discuss the question in the pages of the SIERRA EDUCATIONAL NEWS.

We bespeak careful consideration of the arguments as presented in this number.

ANNUAL CONVENTION OF SUPERINTENDENTS

The third annual convention of the county and city superintendents of California was held in San Francisco from July 5th to 8th. The program provided conferences on the following subjects: certification of teachers, local institutes, new apportionment law, recording and transferring average daily attendance, trustees' institutes, terms of trustees and tenure of teachers, county libraries, new educational legislation. In addition to the topics provided in the program, the superintendents discussed an official journal and the status of the language text adoption. An important action was the passing of a resolution calling for a commission "to investigate the question of free text books and its bearing upon the related question of local adoption."

This meeting of the superintendents was a lively one—a real educational clearing-house. The superintendents number vigorous, independent men and women who have the courage of their convictions. While duly respectful of the opinions of any one who has something to say, they have no false notions of "senatorial courtesy." Opinions are taken for what they are worth. The official position of the man or woman uttering them has little bearing. Thus the superintendents' convention is a very useful educational agency. We regret that we have

no more space in this number to devote to the meeting. We shall present, however, in subsequent numbers articles and editorial comments dealing with the principal topics presented.

NATIONAL EDUCATION ASSOCIATION

The forty-ninth annual meeting of the National Education Association was held in San Francisco in July, the week following the superintendents' convention. Like all meetings of the N. E. A., there was something for everybody. The programs of the general sessions, section meetings, and affiliated bodies were singularly rich and pleasing in their variety. If any one note was sounded above others in this great meeting, it was the question of international peace and the relation of the schools to the solution of the problem.

Humorous to relate, the all-important activity of the meeting aside from the presentation of the programs, was far from peaceful. This meeting of the N. E. A. was marked by great political activity and a deal of acrimonious discussion. Whatever may be the merits of the case, the insurgent movement that was launched a year ago came to full victory this year through the election of Supt. Carroll G. Pearse of Milwaukee as president, and through securing control of the administrative machinery. The program of the insurgents, who have now become the regulars, contains many good features and will have the support of all. Like other citizens, school people get excited occasionally and indulge in intemperate speech. But when the contest is over, they may be depended upon to support the plans of the majority. For such is the method of successful democracy. Earnest discussion of educational measures and men is a good thing. Emotional thinking may take the place of reasoning for a time, but in the long run we move forward through open, honest, widespread discussion.

THE EDUCATIONAL INCUBUS OF CALIFORNIA

For several months past the educational public of California has reluctantly witnessed a condition of affairs in the State Board of Education that would be diverting were it not pitiable. Baffled by the strategic skill of Dr. Frederic Burk in interposing obstructions, the State Board has given a life-size illustration of how to do nothing though willing. Like a veritable old-man-of-the-sea, the peculiar genius who guides the

destinies of the San Francisco Normal has choked to death the constructive activity of the Board. The facts in the case are scarcely credible.

THE INCUBUS AND THE STATE BOARD

Last February, after mature deliberation following the reports of critic readers, the State Board gravely announced to the educational world that *Guide Books in English* had been adopted as the state texts in language. This decision was reached by a vote of seven to two. Simultaneous with the adoption of *Guide Books* the Board in a kindly spirit indulgently approved an alleged guide, submitted by Dr. Burk, for the revision of certain features of the *Guide Books*. The proposed guide looked innocent enough, and the worthy members of the State Board went home in a cheerful frame of mind believing they had adopted texts in language.

The awakening in June was painful. Imagine their surprise when Dr. Burk informed the members of the Board that "the *Guide Books* do not in any respect or degree conform" to the specifications adopted by the Board, and that "to make them conform means the writing of new texts." With cheerful effrontery The Incubus concluded by recommending "that all publishers and any one else be invited to compete in meeting the requirements duly set forth by the Board." Then it dawned upon the somewhat benumbed consciousness of the members of the State Board that whereas they thought they were adopting texts in language in February, in reality they were merely selecting specifications for the adoption at a future period of books not yet written. For the prince of educational obstructionists gravely assured the Board that all language texts now extant "are vitally lacking in system or method which offers any possibility of teaching effectively the simplest habits of composition." Woe and more woe, for the Only Wise Man hath spoken!

In view of these declarations, the consternation and shame of the seven members who considered the *Guide Books* worthy of adoption in February may only be conjectured. Their confusion and abasement upon learning from the Only Wise Man that they had been approving "wooden nutmegs of pedagogy" may better be imagined than described. But let it be said to the credit of the State Board that at this juncture

the worm turned. Despite the revelation of the Only Wise Man, the Board re-affirmed its approval of the *Guide Books*, contents as well as covers. And at this interesting stage The Incubus played joker number two.

With an Homeric smile he informed the Board that adoptions can be made only on the report of the Text Book Committee (of which the members of the Board in a moment of absent-mindedness had made The Incubus the elective member). The Text Book Committee had never recommended the adoption of *Guide Books*, and whatever might be the preferences of the gentlemen present, there was really nothing before the house. As a parliamentary *coup* we can appreciate the pleasure of The Incubus as it dawned upon his fellow-members that their activity in February had been merely a harmless amusement. As a strategic move it was truly delightful, and worthy of The Incubus. But from a moral viewpoint, we believe that all will agree that the action of the Board in February binds the State in honor to the adoption of the *Guide Books*. Especially is this true since there is no valid reason for questioning the action in February.

STATE BOARD ON TRIAL

There is something rotten in Denmark when seven members out of ten can not crystallize their united educational conviction into a constructive policy. If this condition continues, we must seriously question the resourcefulness of the Board. Let the fact be stated with all possible deference that the State Board is now squarely on trial. It has been ridden to a series of disastrous falls by the greatest educational jockey in the history of California. Under his spur it is approaching the post of public opinion calling for an immediate revision of the State Board. After the fiasco of February and June, the State Board must surely realize its loss of prestige and the necessity of ridding itself of its misguided jockey. It would seem time for the Board to take the bit in its teeth ere its rider attain a fame outrivaling that of John Gilpin.

INCONSISTENCY AND DISCOURTESY

At divers times and places The Incubus has excoriated the bookmen, alleging that for commercial purposes they persistently foster dissatisfac-

tion with present texts. As to the soundness of this charge, we need not concern ourselves at the present time. The pertinent fact is this, that before the superintendents' convention in San Francisco in July, The Incubus stated that four years ago the State Board of Education adopted a series of language texts that was absolutely worthless, and that in February the Board had endeavored to adopt another series even worse!

Greater and grosser inconsistency and discourtesy we have never witnessed. We marvel at the patience and long-suffering of the members of the State Board. Imposed upon, insulted and discredited by this exemplar of inconsistency and discourtesy, the patience of the State Board has ceased to be a virtue and has become a reproach.

THE INCUBUS AND THE SUPERINTENDENTS

When The Incubus faced the county and city superintendents of California in their annual convention in San Francisco in July, he found the sailing not so smooth as at Sacramento. He found himself facing men and women charged with the duty of providing courses of study for the children in the schools of California. Understanding that the State Board favored the discontinuance of further publication of the present language texts, and had made no provision for new texts, the superintendents demanded a statement of the situation so that they might plan their courses of study for the coming school year. Somewhat ruffled at this exhibition of *lese-majeste*, The Incubus informed the superintendents that they could not possibly hope for new language texts in less than a year, and that it might take two or three years to provide suitable texts. Upon request the superintendent of public instruction gave an estimate that the present supply of language texts would not last beyond the first of next January. By a practically unanimous vote the superintendents then called upon the State Board to provide enough of the present texts to last through the school year. Stripped of irrelevant details, the superintendents simply called upon the State Board to comply with the law. The Incubus could not obstruct the proceedings, nor thwart the desire of the superintendents to put themselves on record. What he may do in his capacity as professional obstructionist in the State Board remains to be seen.

THE ONLY PURE MAN

Nettled at the refusal of the superintendents to acknowledge him as the Only Wise Man, The Incubus next felt called upon to claim the additional distinction of being the Only Pure Man in California education. In an interview given the *San Francisco Chronicle* on July 22d, the Only Pure One said, "The book trust controlled the meeting of the county superintendents in this city last week, and it was instrumental in having that convention pass a resolution condemning the work being done by the Textbook Committee."

For colossal egotism, sublime effrontery, and despicable tactics, this exhibition of The Incubus surpasses anything hitherto given in California education. Because, forsooth, the superintendents of California ask the State Board to comply with the law so that the schools may not be thrown into confusion, this educational charlatan dares impugn the integrity of the supervisory force of this great State. This deliberate attempt to discredit the superintendents of California with the governor and the people of the State marks Frederic Burk as a dangerous man. A sower of strife, he seems to be succeeding in his plan. Exercised at the book-trust bogie, some of the big San Francisco dailies have approved "Dr. Burk's manly stand against the trust-controlled superintendents." Dr. Burk presents himself in a truly heroic role. Single-handed he hastens to the defense of the sacred rights of the people to prevent their betrayal by the perfidious superintendents of California. How glad we should be that there is at least one righteous man in California! Dr. Burk may pose as a popular champion for some time to come. But some day, sooner or later, the mask will be stripped from Dr. Burk's pretensions, and the eyes of the people will no longer be holden.

FROM SADI'S GULISTAN

A man there was spent night in tears beside a sick one's bed;
At dawn the sick one rose refreshed, the weeping one was dead;
Ah! many a steed of strength and speed hath foundered on the way,
While some lame jackass limped alive to closing of the day;
And many an unhurt, healthy one hath found his winding sheet,
While weaklings and sore-stricken men live on and drink and eat.

TRUSTEES I HAVE MET

MARK KEPPEL

Superintendent Los Angeles County Schools

MY earliest recollection of a school trustee is the picture of a schoolhouse being repaired during school hours by two school trustees. One was a farmer worth perhaps fifty thousand dollars, and having fifteen to twenty men in his employ at that time. The other, a farmer worth perhaps a quarter of a million dollars, with fifty men in his employ, and both having their harvesting operations in full blast. Those two men left their private business for a whole day, and made necessary repairs to the public schoolhouse, without money and without price, and seemed to enjoy the experience.

Some years ago a vacancy occurred in one of the rural schools of this county, where teaching conditions had not been of the best. The board of trustees were plain people whose grasp of the science of education could not be expected to be very comprehensive. After a few days an insistent candidate was employed and put to work. The teacher lasted only two weeks. After her dismissal, one of the trustees came to the office and explained why the teacher had been dismissed. Said he, "She appeared to be a good woman and to have the interests of the school at heart, but she had no motherly sympathy with the children, and appeared not to understand modern methods of teaching." The remarks of the trustee impressed me with the folly of forming an estimate of anybody from outward appearance. That trustee understood the psychology of teaching as well as the author of any book on teaching.

I recall another case where a trustee came into the office and told me that the board were dismissing a man of lovable character. Said the trustee, "We are not satisfied with the condition in the school, and I know no better way to express our dissatisfaction than to say that the gentleman is a very poor housekeeper." I requested that he amplify his statement. He said, "The gentleman does not seem to know that order, and system, and cleanliness ought to mark the office of the principal, the hallways of the school, the schoolrooms themselves, and the yard connected with the school." I insisted that perhaps the trouble was inefficiency upon the part of the janitor, but was informed that such was not the case; that the trouble was greater than any that came from inefficiency upon the part of the janitor; that it was characteristic of the man, that there was a general line of slovenliness running through

everything he did, which general slovenliness was fatal to good school work.

Sometimes we hear complaints because women are preferred as principals rather than men. It has often seemed to me that the strongest argument in favor of a woman as principal is that women are naturally better housekeepers than men, and for that reason put into the school a magic something that many men are not able to give, a magic something that every school ought to possess, and that is the crowning glory of any home.

Once upon a time a teacher came into my office and told me that she had resigned her position. In giving the reasons, she complained that there was no fit boarding place in the district. "Why," said she, "I was compelled to board with the clerk's family, and, would you believe it, they had beans three times a day!" Then the teacher wept, and took her departure. Shortly afterward the clerk of the board came in. Said he, "Our teacher has left us and we are greatly disturbed on account of it; she was a splendid teacher and we did everything that we could to make life pleasant and agreeable for her. We put ourselves out; why, we even had beans three times a day!" Then, he too, wept and went away.

I recall an incident dealing with the proper care of public school buildings. On successive days I had visited two schoolhouses, in districts of about equal population and wealth. The one was "spick-and-span" from the roof to the yard; the other was clean from the tops of the desks to the floor, but everywhere else there had been a reversion to nature. In speaking to the clerk of the second district, I called his attention to the uncleanly condition of the schoolhouse and school grounds, and then, by way of example, said, "If you want to see how a schoolhouse and grounds ought to be kept, take a look at the schoolhouse at A." Instantly the clerk replied: "If our schoolhouse is not in the condition that it ought to be, we are glad to have you tell us about it, but we deny that you have any right to compare us with any other school district." Upon mature consideration, I believe his criticism was just.

A similar experience happened to a teacher in one of our rural schools. On the second day of school the children perched themselves

on the fence. In the excess of her zeal, she reproved them for sitting on the fence; and then, to clinch the matter, said, "The children never do that in Chicago." Instantly there came back to her in a most unexpected chorus, "Well, you'd better go back to Chicago, then." That teacher's successor was employed within a little while, and as she was a woman of more tact, she taught the children to keep off the fence, but did not secure for herself an invitation to return to Chicago.

One of our school districts was preparing to build a schoolhouse, and had called an election for the purpose of voting bonds. The principal of the school was greatly interested in the undertaking, and kept the board of trustees at fever heat in his impatience. One day the clerk of the board said to me, "If our principal could have had his way, he would have built the schoolhouse yesterday." There is a world of sensible philosophy in that comment of the trustee. There is altogether too much of a demand that things be done instantly. We need to take time to develop in the right way, and a school is fortunate which has for its governing body, three men or women who know the value of time.

Recently I had an entertaining experience with two trustees. The first one came into the office and said, "We have hired Mr. X—— as principal of our school, and we have placed the responsibility of selecting a corps of teachers in his hands. We have told him that we expect him to select the teachers, and to make good, and if he doesn't make good we'll get somebody who can." That trustee had been gone not more than fifteen minutes when the second man appeared, and after a little conversation, said, "I do not like the principal of our school; he is altogether too officious; he wants to dictate whom we shall employ as teachers. Now I say that it is none of his business. We hired him and are paying him a good salary, and he has his work to do, but the hiring of teachers is a duty that belongs solely to the board, and as long as I'm a school trustee I'm going to see to it that I have my proper say in the matter of hiring teachers."

Efficiency is the greatest word in the English language; but there can be no such thing as real efficiency unless it depends upon responsibility. The way to get a good school is to put the responsibility in the hands of one who knows how to conduct a school.

Last March our county board of education did away with the practice of examining pupils in the elementary schools for promotion and graduation. Shortly after this action had been taken, a trustee came into the office and expressed himself in regard to the matter. He said, "I have always been opposed to the system of examinations as given in the public schools. It has always seemed to me that examinations put a premium upon deceit and fraud, and that they press, with the heaviest and most crushing weight, upon those who are least able to bear the burden of the test. There isn't any reason why a strong and capable pupil should be required to take an examination, and an examination for a weak and incapable pupil is merely a species of torture which serves to emphasize the weakness of the child. It seems to me that it is the duty of those who lead in education to encourage the weak rather than to discourage them. For that reason I wish to commend and to thank the Los Angeles county board of education for having had the courage to do away with those examinations."

Recently, while discussing the subject of schoolyards with a school trustee, I called his attention to the fact that in many of the districts of this county, the trustees are securing sites of not less than five acres of ground. Said he, "When I went to school, the lot was fifty by a hundred and fifty feet, and there were a hundred children in the school, and the lot was plenty big enough for us. I am heartily opposed to this policy of wasting the public money in the purchase of extravagantly large school grounds. Such large grounds simply serve to afford a good job for some janitor."

Shortly afterward another trustee came into the office and said, "We want to call a bond election in our district to get money to increase our school site. We have observed that a number of school districts have purchased sites of at least five acres, and we want to get a site of that size before land becomes so costly that we can not do so. I have observed that there is a law which prohibits the keeping of more than a limited number of horses, or cattle, or sheep, or chickens, or cows upon a specified area of ground; and that the only place where there is no limitation upon the number of living beings that may be assembled upon a piece of ground, is with respect to people. If crowding is bad for live stock, it is infinitely worse for children. Surely a man is worth more than a goat."

After that trustee had departed, I held a little jubilee all by myself, and resolved to forget the folly of the first one.

Said a trustee to me, "We are not going to hire any more teachers who will not agree to board in the district. We want our money spent in our district." Only a little while after the speaker took his departure, another trustee came in and said, "We have decided to try a new plan this year with our teachers. We are going to let them board where they please. We are not going to interfere with their private affairs. The only thing that we are going to do is to insist that they shall be on hand early in the morning, and that they shall give their whole heart to the work of the school until the day's work is done. We think, if we give them more freedom in other lines, that they will bring to the work of the school, a sincerity and a heartiness that would be lacking if we keep them in a species of subjection." I said to myself, "Thank God for this trustee! May his tribe increase."

Recently a trustee said to me, "I gave Johnnie Blank a permit to go from our district into an adjoining one, and the teacher gave me a fearful calling down for having done this." "Well," said I, "why did you do it?" Said he, "I found that Johnnie and the teacher were not getting along. There seemed to be personal antipathy between the two, and under the circumstances I thought it was best to let Johnnie go to another district where he would have a teacher with whom he would be in harmony. I did not want to spoil Johnnie's year, and I did not want to hamper or harass our splendid teacher." "Well," said I, "did your teacher finally see the matter as you saw it?" "No," said he, with a touch of sorrow in his voice, "she still thinks that the transfer of Johnnie was a personal affront." And then the trustee added, "It is too bad that any one should be so lacking in liberality of spirit, that he can not understand that it is impossible sometimes for two people to work together in harmony, and that it is really no reflection upon either one, but that the inharmony exists because of conditions that are natural rather than accidental."

A MATTER OF YEARS

Frost—What's the difference between a debutante and a suffragette?

Snow—About twenty years.—*Woman's Home Companion.*

THE MATERIAL WASTE OF WAR

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President Stanford University

THE aim of the work for peace is to do our part "to keep unreasoning anger out of the councils of the world." The absence of unreasoning anger between nations is the beginning of peace. But our ideals of peace are not met by "bankruptcy armed to the teeth,"—the state of Europe to-day—a condition which, as Gambetta once said, finds its final climax in "a beggar crouching by a barrack door."

International peace means mutual respect and mutual trust, a condition in which the boundary line between states is not a line of suspicion and hate, but, like the boundaries of provinces, a convenience in judicial and administrative adjustments. Such a boundary as this is found in the five-thousand-mile line which separates Canada from the United States, an undefended border which for nearly a hundred years has not known a fortress nor a warship nor a gun. There is nothing of which the two great North American nations have a greater right to be proud than this boundary of trust and confidence. Could we remove as well the international custom offices—emblems of greed and suspicion—nothing more could be asked.

The end of our efforts is found in the conception of peace through law. A natural law is the expression of the way in which things normally come about. Human law is the expression of the best relations among men. In war, the conceptions of right and duty disappear. In arms, the laws are silent. Worse ways of doing things take the place of better, to the detriment of society and of the individual man.

The whole movement of civilization has been from strife toward order. In barbarism every man's hand is against every other. The life of every man and woman is a tragedy. As man has risen, co-operation has taken the place of compulsion. Men have brought peace to their families and their neighborhoods by working together to exclude war. They have learned more and more to leave their differences to the decisions of others, either through arbitral settlement or judicial decision. The one brings about a condition of mutual tolerance; the other strives towards ideal justice. And in the world of to-day both methods find their center in the councils and tribunals at The Hague.

In such fashion, step by step, men have passed from tribal wars, municipal wars, struggles of robber barons and of rival dynasties, marauding expeditions, holy wars and wars unholy, to relative peace within the borders of the nation. The only place where killing on a large scale is legalized is on the line where great nations meet. Along these borders to-day the most crushing burdens of war-machinery the world has ever imagined are steadily piling up. All this is avowedly in the interest of final peace, "the peace by preponderance," to use Lord Roseberry's happy phrase, not that peace which comes of mutual confidence and mutual respect.

The chief purpose of national existence is to ensure local peace. Its extension defines a limit in which peace shall exist. This does not inhibit riots, violence or civil wars, because no one can guarantee that a nation shall be just within its own jurisdiction, nor that a people shall be docile and law-abiding, even when fairly treated by those in authority. But the tendencies of national development make for national peace. The growth of popular government makes everywhere for better understanding among men. Groups of men who know each other recognize their common humanity and common interests as far outweighing their desire for fight.

Along the international borders, or, rather, along the boundaries of races, ill-feeling and violence are most likely to appear. Across these same borders a thousand emissaries for good are also passing, from day to day. The missionary has been a powerful agency for peace. So likewise is the commercial traveler, the board of trade, the international commission, the world congress, and all other agencies for bringing men together on a basis of common interest and common trust. The world over men engaged in similar work, though in different nations, have more in common than the men of the different groups within a single nation.

The unification of international life is a guarantee, obvious to all save the politicians, that international war among civilized nations has already come to an end. The old impulses for international war have passed away. The dream of a unified church and a unified state, including all Christendom, and both held together by force, has passed away. The Holy Roman Empire exists only as a fantasy of history.

The marauding nation, which lives on the spoils of its neighbors, has not been possible for a hundred years. No war can bring financial, social or political gain to any nation, as the world goes to-day. This idea, dominant so long, has been lately characterized as "the great illusion." Victory or defeat alike brings disorder, confusion, debt and bankruptcy. An armed peace, by which nations are supposed to be frightened into acquiescence, is in the long run likely to be equally ruinous. Though war has ceased, its cost still goes on. Since Jean le Bloch sounded his first majestic warning as to the financial ruin involved in war, the war debts of the nations have mounted higher and higher, and the yearly budget for war machinery has doubled and doubled, and is still rising on an accelerated scale.

It is less than a century and a half since the pawn-broker, Meyer Amschel, called Bauer, of Frankfort-on-the-Main, doing business under the sign of the Red Shield, first entered into international life. He was the financial "uncle" of the Landgrave of Hesse-Cassel, and the honorarium paid him for furnishing the Hessian troops in the war of the Revolution made him a factor in large affairs. As "uncle" to the King of Denmark, his importance was enhanced, and the ingenuity of his great successor at Waterloo and at London forced the downfall of the house of Bonaparte to ensure the rise of the house of Rothschild. In every subsequent financial transaction of every nation of Europe, the princes of the "Unseen Empire" have taken the leading part.

"This little man," says Bismarck, of his agent, Bleichroder, "this little man has counted coins since the birth of Christ." And as an agent of the Unseen Empire, Bleichroder told to a franc what could be extorted from France. A loan of the same sum from the house of Rothschild was for the time being France's salvation. The crown of the last Napoleon was bought and held in its place by the gold of the Unseen Empire, while the struggle in which this same crown fell was financed on both sides alike by the same majestic masters of finance. These money lenders on both sides alike belonged to the group that knows no nationality and never acts on cross purposes. The debt of Europe, mostly for war and war implements and mostly contracted in the last sixty years, is controlled by "das Consortium" of bankers—by the sixteen to eighteen families, the Rothschilds at their head, who constitute the Unseen Empire of Finance.

The interest money exacted and the millions spent from year to year on armament mean the final collapse of European industry unless the process is somehow checked. The debt itself can never be paid. The interest is beyond the capability of the people. The world's annual production in gold is little more than one-third the interest money due in Europe. The world's entire stock of gold is little more than one-fourth the war debt of Europe. The unpaid balances must be added to the principal, which mounts higher with its attendant interest. It is said of the great house of Rothschild, the center of this Empire in every nation of Europe, that it has two great maxims, one to deal fairly, the other to work together, each branch in each capital co-operating with all the others. The first is well; the credit of the world could not be maintained without it. The second means that the Unseen Empire knows no distinction of nation. German, Russian, British or French, all need and all debt is alike to them. Whatever their seats of power, the masters of Europe work together. They know no cross purposes. Whatever loans they make, in their hands is the peace of Europe; and they will see that Europe keeps the peace. A great European war would mean only the destruction of credit, and as the credit of the world is their stock in trade the emperors of finance will see to it that no petty king or ministry shall imperil their holdings.

But this condition is not one of real peace. The great ogre, War, says Bastiat, "devours as much when he is asleep as when he is awake." The interest charges of France and England represent approximately the cost of all rentals of houses in these countries. Without war taxes, each man could have his house free, were the money to be used in such fashion. The annual expenditure of the world on armies and navies everywhere is increasing yearly.

The deferred war debt, the malignant device of Pitt a little more than a century ago, has now become the overshadowing danger of national life. It is not clear where its operations may end. No check remains to its operations to-day, nor any prospect of a check in the near future. Democracy does not arrest it. A nation can borrow when a king can not. So long as Great Britain, by virtue of her primacy in commerce and civilization, is entitled to twice, and ten per cent added, the number of warships possessed by

any other nation; and so long as Germany is more populous than England, and more effective industrially, while yet possessed with the mediaeval spirit of military rivalry, there seems no way out. France unwillingly and the United States with joyous recklessness are swept on the same path. All seemed possessed with the belief, once true, that all peoples are watching to pounce on the nation which leaves itself unarmed. In this feeling, all consideration of the growth of civilization, common interest and common decency is thrown to the wind. The Great Illusion remains that such invasions would be profitable, that they would be even possible. Neither profitable nor possible could they be at the present time; nor can it be long possible for debt and armament alike to increase as they are increasing now.

It is not strange that Booker T. Washington in a late visit to Europe should declare that in certain regions of Southern Europe the common folk had less property, less opportunity, less hope, than is the lot of the negroes of Alabama. It is by the conditions of the common folk that the prosperity of all nations should be measured. It is not the status of the banker, the trader, the land holder, the professional man, the university, the theater, the art gallery which determines the place of the nation. It is the chance of the common man to make the most of himself. We may not judge England by the neighborhood of St. James, nor France by the Place de l'Opera, nor Russia by the fair streets of her capital. We must value the nations by their relations to the lives of the generations that come and go unnoticed in the pages of romantic history. And before this court of judgment the war debt is a monstrous wrong, a crime committed by the last generations against the rights of those that follow.

A DEMOCRATIC TEXTBOOK SYSTEM

WILL C. WOOD

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TWENTY-SIX years ago, the people of California, acting through the Legislature, entered upon an experiment in the matter of school textbooks. In February, 1885, a law was passed providing that a series of textbooks in the more common branches of the elementary curriculum should be compiled under the direction of the

State Board of Education; that the use of such series of textbooks should be uniform and compulsory in California and that neglect or refusal on the part of any county or school district to use such books, should be cause for withholding public funds from such county or district. This act was passed because of a popular belief that there was a textbook trust; that this trust was charging too much for school textbooks, and was, by manipulation, bringing about frequent changes in books at great expense to the parents of the State. In adopting the California school-book system, the Legislature had a four-fold object in view. First, it aimed to secure good books for use in the schools. Second, it aimed to secure these books at the lowest cost. Third, it desired to prevent frequent changes in textbooks; and fourth, it wished to reduce to a minimum the loss of money in textbooks when families moved from place to place.

Twenty-six years is sufficient time in which to determine the success of any experiment of this sort. A review of the workings of the California textbook system should throw some light on its success or failure during this period. If it has been successful, the people have cause to congratulate themselves, but if it has not been successful in every respect, it should be modified or abandoned for a better system, so that the four aims of the Legislature may be realized. We can judge whether it has given us good textbooks by placing an estimate on the textbooks that have been adopted since the system was inaugurated. In making such an estimate I may seem somewhat arbitrary in my opinion, but I am confident that in practically every instance, I voice the judgment of a great majority of the teachers of the State. At this moment I recall the following books that have been used and abandoned:

Name of Book	Estimate
3 Readers (Original Series)	Poor
3 Readers (Revised)	Fair
5 Readers (Cyr)	Fair
Lessons in Language (Original)	Poor
English Grammar (Original)	Poor
Revised Grammar	Fair
Speller (Original)	Fair
Civil Government (Original)	Poor

Name of Book	Estimate
Physiology (Original)	Poor
United States History (Original)	Poor
United States History (McMaster)	Fair
Primary Number Lessons	Poor
Advanced Arithmetic (Original)	Poor
Grammar School Arithmetic	Fair
Elementary Geography (Original)	Poor
Advanced Geography (Original)	Poor
Grammar School Geography (Redway)	Fair

At the present time we are using the following books:

6 Readers (Composite Series)	Untried
Lessons in English, Bk. I.	Poor
Lessons in English, Bk. II.	Fair
Speller, Bk. I.	Fair
Speller, Bk. II.	Fair
Civics (Dunn)	Good
Physiology (Colton)	Fair
Introductory History (Thomas)	Good
United States History (McMaster's Brief)	Untried
Primary Arithmetic (McClymonds-Jones)	Good
Advanced Arithmetic (McClymonds-Jones)	Untried
Elementary Geography (Tarr-McMurry)	Good
Advanced Geography (Tarr-McMurry)	Good

Of these eighteen books, eight have been introduced within the past two years and five are about to be supplanted by the State Board. Only five have stood the test of time.

It will be noted that out of 43 books which have been adopted under the California system, we have had 11 poor books, 19 fair books, 5 good books and 8 books whose merits have not been determined as yet. In other words, 70 per cent of the books adopted have fallen short of the standard of good books and only 12 per cent have met that standard. With these facts in mind, I do not hesitate to say that the present system has not resulted in the placing of satisfactory text-books in the hands of the pupils.

As for the saving to parents under the present system, I grant that there is a few cents difference in cost on each book between the publisher's price and the state price, but a comparison of these prices is unfair. In other states publishers enter into special contracts whereby the list price is cut considerably. For instance, the parents of Oregon school children purchased the Cyr readers from the publishers at better prices than books printed from the same plates were sold by the state to the parents of California school children. Moreover, publishers allow an exchange price of about 30 per cent of the cost of the new book, when an old book is supplanted by a new one. In California, however, when a change of books is made, the old books are a dead loss to parents. An investigation of the actual cost of textbooks to the taxpayers of California by a special committee of the legislature would undoubtedly throw much light on this important subject.

The system of state adoption has not, in itself, been a guarantee against frequency of change in textbooks. Out of eighteen books, seven books have been changed since a year ago last April and five are about to be changed. As a matter of fact, the legislature has found it necessary to limit the powers of the State Board of Education with regard to change.

The great objection to the system of state adoption of textbooks is that it is not sufficiently democratic. By compelling the use of the same book in every district of the state it places a limitation on individual initiative in teaching. Teaching is an art, and it is a fundamental principle underlying every art that the artist should have some voice in the selection of the instruments with which he works. The teachers of California have little or no voice in the selection of textbooks. It is true that the State Board of Education sometimes appoints certain teachers as readers, but these readers seldom agree; and even when there has been substantial agreement among them, the State Board has not accepted their recommendations. The very fact that expert readers, selected from various parts of California, do not agree as to which book is best, is conclusive proof that there is no best book for the teachers of every section. If teachers who use the books can not make a selection that will be satisfactory to all, how can ten members of the State Board, who are busy with other matters, who are not using the books, who are

not in touch with actual classroom needs, meet for only a few hours during the year and pass satisfactory judgment on the merits of textbooks? As a matter of fact the record shows that the ratio of their unsatisfactory judgment to their good judgment is six to one.

State uniformity in textbooks makes it impossible for the adopting body to consider local conditions. For instance, the California system takes no account of the varying length of school terms. The primer adopted by the state can be completed in our city schools in three weeks while the same book is not completed in many rural districts until the end of a term. This book is so simple that its purchase is practically a waste of money in our city where supplementary method readers are used, although it undoubtedly meets the needs in rural districts. In hygiene, the rural school pupils have neither the time nor the need for much information in civic hygiene that city pupils should have. The same observation may be made as to civics. In the teaching of language, the thing talked about is of greatest importance. But how can a city child talk or write paragraphs about birds, animals or rural activities and industries? And how can the rural child talk or write about things that are peculiar to cities? I might multiply instances where state uniformity in textbooks works a hardship on the schools but these instances will suffice to make my point clear. Our system too frequently results in the adoption of a book that is a compromise, and is therefore unsatisfactory to a majority of the teachers of the state.

But I recognize that no one should criticise a long established system unless he has a better plan to suggest. I believe that the cure for most of the evils in the matter of textbooks is to be found in more democracy in our textbook system. The further the adoption of textbooks is removed from the people, the greater the evils connected with the adoption. The people can be trusted, and they will make local authorities amenable to their will. I therefore suggest the following as a system that will be far more democratic and satisfactory than the present autocratic system:

First: All textbooks shall be purchased by the school district from a special fund raised for such purchase, and shall be distributed to pupils free of cost.

Second: Any textbook, once adopted, must remain in use for a period of not less than four years.

Third: All textbooks shall be adopted under rules prescribed by local boards of education, all adoptions to be made from a list prepared by the State Board of Education, provided that no textbook shall be adopted at a price in excess of the lowest price for which the same book is sold anywhere else.

The advantages of this plan are:

1. It will make education absolutely free to all.
2. It will remove the humiliation placed upon children of the poor who must now plead poverty in order to get free textbooks.
3. It will place better books in the hands of the pupils—books adapted to local conditions.
4. It will provide books at prices as reasonable as those charged under the present system. Free and open competition forces publishers to make reasonable prices in forty-five other states and it will do so in California.
5. It will result in fewer changes by taking the adoption of textbooks out of the hands of the State Board, which is several times removed from the people, and placing it in the hands of local boards responsible to the people. Let the people rule in this important matter.
6. It will not cost the parents a cent for textbooks when they move from one place to another, for textbooks will be free.

THEY GOT RELIGION

He was the worst boy in school; she was the teacher. She was angered by his stubbornness; he was defiant. She took him to the hall for punishment. Angrily she administered the penalty and then somehow a great wave of pity for the boy swept over her. She looked at the worn coat of the little fellow; she thought of the frail body deprived of nourishing food; she thought of the hard and loveless home and of the starved soul of the poor child. Tears sprang to the teacher's eyes as the boy waited for further punishment. Then he saw the tears; his own eyes grew moist and overflowed. Thinking of how the poor boy had no chance, in an impulse of love she put her arms around him and they cried together. That is religion; she and the boy both found it.—*Selected.*

THE QUESTION OF AN OFFICIAL JOURNAL

ALLISON WARE

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I HAVE been requested to express my views in these pages on the advisability of an official organ for the department of public instruction. This form of the question has not to my knowledge been before the teachers of the State for discussion, and I very much doubt whether it is of such urgent importance as to arouse the interest of any considerable number of school workers. I would rather discuss the advisability of maintaining a subsidized official journal,—official solely in that it maintains a privileged monopoly,—under the provisions of Subdivision 9, Section 1521, of the Political Code. This latter question has been to those directly concerned a topic of almost feverish interest. Perhaps the best plan will be to consider both issues and point out what seems to me to be the relations existing between them.

NEED FOR A HEALTHY CIRCULATION OF IDEAS

It is necessary for schools and school workers to keep in touch with progress. Changing school laws, improved forms of school equipment, better systems of administration, more skillful methods, more sensible purposes and more successful results; all of us need to know what is being carried forward along each of these and like lines. Glad tidings of good work and progress should travel far and fast. Thus the laggard community is stimulated and helped by the community that leads. Thus the schools are made and kept a true system.

The department of public instruction, represented by the State Superintendent's office, certainly has frequent need to communicate with the teachers of the State. By means of letters, circulars, bulletins, reports, the public press, teachers' institutes and conventions, and in other ways, that office maintains its necessary lines of publicity. It may need in addition the assistance of a periodical publication. If so, it would doubtless be the first to recognize the need, and would arrange to meet it by printing and sending out whatever might seem worth distributing.

Among many others, there is one means of publicity that the State Office always has open: it can use freely for the service of the public schools the pages of any and all educational journals in the State. It would be surprising indeed that prejudice or bitterness should so blind any journal to its own advantages as well as to the needs of its readers

that it would refuse its space to free official contributions of vital importance to the schools.

THE REAL QUESTION

But the recent controversy has had nothing to do with the theoretical question as to the desirability of sending out periodical or occasional bulletins from the office of the State Superintendent. The question that has been bothering us and that has at last been settled, to the lasting good of every one concerned, is another and very specific problem, namely,—whether any journal operating under the provisions of Section 1521 can be considered as an educational asset worth all that it costs. My answer to that question is soon expressed: I believe that any journal published pursuant to Section 1521 will prove of far more evil than of good in the school affairs of California. My reasons for this conclusion follow.

INFLUENCE OF THE SUBSIDY

Animals in a menagerie generally maintain a contented, well-mannered decency until the raw meat wagon comes in. Then a pandemonium of howling and fighting breaks loose. The subsidy is the raw meat of educational journalism.

For the last year and a half the big tent has been in an uproar. Reputations have been torn to shreds. Good motives and bad methods, united in unholy alliance, have brought forth a pestilent brood of stratagems and hatreds. Intrigue and wire-pulling, cajolery and coercion, plotting and counter-plotting have absorbed a good deal of the energy and characterized much of the action of a number of successful schoolmen who presumably have serious educational work to do.

There is no need to state here specific examples of wrong-doing in the scramble for the subsidy. There are plenty of them and they could easily be written were there any object in pressing upon sore spots. It is a pitiful thing, and a costly thing to this State, that nearly a score of successful school-workers have been mixed up and more or less mussed up in this scratching and biting for the raw meat. The fight has already cost far more than the issue is worth, even at its highest estimate.

A STATUTORY GRAFT

The premium of over \$5,000 per annum to be drawn by an official journal through compulsory subscriptions levied upon every school district of the State is no more and no less than a statutory graft. It is a graft because the beneficiary is selected by virtue of its influence and not because of its value to the schools. But it is most of all a graft because the money is paid out for no adequate return.

If educational journalism had the value that the subsidy implies, there would be no need of a subsidy to secure its advantages to the schools of this State. Publications with a message find a market. Thomas Edison says that a "useful invention is one for which a Polish Jew is willing to pay money." A useful school journal is one for which individuals and districts are willing to pay money. When school districts are forced to pay for something that can not sell itself on merit, we have a transaction with public money on one side and special influence on the other. Such transactions are commonly called grafts.

In another and more superficial way it is a palpable graft. Without reference now to the intrinsic worth of the publication, which in the last analysis is no more than an unconstrained world will pay for it in the open market, it is difficult to see why the State should pay more than twice as much for its subscriptions as several thousand individual teachers pay for theirs. The price at which one of the contending magazines is distributed to teachers who are members of its supporting organizations, and who constitute virtually the whole of its subscription list, is 60 cents. Its statutory price to the State would be \$1.50. To be sure, this journal has raised its price to the general public from \$1.00 to \$1.50 to make it formally eligible to secure the bonus, but this is virtually a fictitious price, for at that rate it has a mere handful of subscribers. Forcing the schools of the State to buy from a single salesman a commodity that they do not need, at a price twice as great as that charged elsewhere, belongs to a class of business that has justly received, of late, severe public censure.

FRUITS OF MONOPOLY

The subsidy is not only bad for the schools which are forced to pay for values not received, and bad at the same time for the morals and manners of all who are engaged in putting the transaction through:

it is also bad for all the journals concerned. Whatever good may ultimately be secured from educational journalism in California can not be won under a system that seeks to set a privileged monopoly in sole possession of the field. There are two sides to most educational questions. The truth is threshed out in free discussion. But free discussion in school journals will not be possible if one set of educational influences controls the only periodical in the State. The public subsidization of one periodical to the extinction of all others will diminish materially whatever benefits there might be in publications making their way through free and fair competition on a basis of merit.

When the time comes that educational journalism has become a strong and well-recognized factor in the efficiency of school workers, it may then be well to compel each district to subscribe for some periodical. But even then each district should be perfectly free to pick out the particular journal that it needs and desires. Under no conceivable condition should such compulsion be the means of fostering a monopoly in restraint of the publication of the truth.

FOR WHAT SHALL IT PROFIT A JOURNAL?

The worst effect of a monopoly is not in the death of competition. It is rather in the death of true worth in the journal that effects the monopoly. Such a publication has sold its independence, its courage and its virility for a mess of pottage. The journal that is nourished by a subsidy is in the moral attitude of a remittance man. Like the writers of the eighteenth century, it serves a patron. Enterprise, initiative and the sturdy spirit of hardihood that fights for what is right, it can never fully know. One chief care it has and one supreme effort it must make. It must preserve at all hazard the source of its power. It must ever guard its right to feed at the public crib. Not having earned such a right, it can not ask for it on merit. Not demanding from the state what it is worth in the world's market, it must rely on other forces than its worth. Influence it needs; therefore it builds up a ring of fighting friends. Favors it needs; therefore it distributes favors. Through intrigue and machination it must ever guard the patronage originally secured through just such means. However the body of such a publication may grow, its spirit must shrivel and die.

REAL VS. FICTITIOUS PUBLIC OPINION

Finally, I am no more impressed by the display of force that has been made by those seeking the subsidy than I have been convinced by the substance of their arguments. Five thousand dollars will generally suffice to inspire a certain amount of zeal and warmth. Friends who have worked together to their mutual honor and advantage will continue to stick together for the granting of a subsidy that is one of the factors affecting their profit or prestige. Some of these who have received favors will seek to pay the debt with a public bounty. A very few ringleaders can readily run a business meeting at a teachers' association or pass in, and on, a superintendent's convention a resolution calling for almost anything they desire. A dozen bookmen going up and down the State with nothing to do but to manufacture public opinion for their books, and as a side line for their friends who have done or may do them favors, can create a superficially respectable but thoroughly fictitious appearance of public interest and support.

I have earnestly sought to learn the opinions of those who have given thought to the question and who are under no personal or official prejudice to maintain the cause of either of the contestants for the subsidy. It is my conviction, based on many interviews with school-workers here and there, that the concensus of opinion among those who have no special personal or official interest in the granting of the subsidy is that the subsidy is a bad thing, doing more harm than good, and that it should be put out and kept out of the school affairs of California.

PRESENT STATUS OF THE MATTER

The State Board has withdrawn the subsidy from its last holder. It has also refused to grant it to a new candidate. It has recommended to the legislature the abolishment of the subsidy. And under a ruling of the Attorney General declaring that the granting of a subsidy is neither morally nor legally mandatory, it has refused to grant it to any applicant while awaiting the action of the legislature.

I believe in law and its enforcement, even when it is a bad law. Bad as the law providing for a subsidized journal undoubtedly is, if its provisions were mandatory upon the Board I would move for its enforcement. Fortunately it is not mandatory, and the Board is free to do, and has done, the right thing—the thing that I believe an overwhelming majority of personally disinterested school men and women will endorse.

THE OTHER SIDE OF THE SHIELD

L. E. ARMSTRONG

Secretary California Council of Education

AT a meeting in Sacramento in June, the State Board of Education went on record as being opposed to an official journal for the department of public instruction. And supported by an opinion from the Attorney General, the Board refused to designate a journal. The Attorney General held that as the law making it a duty of the State Board to designate a journal carries no penalty, the law can not be construed as mandatory. While the mandatory intent of the law has never before been questioned, and while the last legislature refused to repeal the law, we shall raise no issue on that score with either the Attorney General or the State Board. We desire to face the question of an official journal on its educational merits. We believe that the State Board should designate an official organ, not because of legal compulsion but from educational conviction that such action is wise and best. We waive the legal question once for all.

A STATE SYSTEM OF EDUCATION

The school system of California is essentially a *state* system. One-half of all the money for the maintenance of our elementary schools comes directly from the State. We have uniform textbooks in all these schools. Practically all the legislation affecting our schools is state-wide in character. The conception of education as a *state* function rather than as a *local* obligation was so strong in California when our present Constitution was framed that more generous aid was given to our rural schools than has been extended by any other state in the Union. California undertook to safeguard the education of all her children, no matter how poor and barren the district in which some of the children lived. This conception of education as a *state* function has made our educational progress a state-wide advance, so that to-day the difference between the poorest schools and the best schools in California is measurably less than in any other state. Ours is truly a *state* system of education.

NECESSITY OF STATE-WIDE CO-OPERATION

What do we need primarily to make this state system of ours most highly efficient? Clearly intelligent, state-wide co-operation of the educational forces. We have in California to-day more than ten thousand teachers and superintendents. This great teaching body is formulating and testing educational doctrines and policies under the

immediate control of ten thousand trustees representing the people. How great the necessity for earnest, intelligent co-operation! To secure the best educational results, the teachers of California must work hand in hand with the trustees of the State. There is to-day a fairly satisfactory co-operation between teachers and trustees in a *local* way for the interests of the schools under their combined care. But our educational system is a state system, demanding for its advancement not local pride and complacency, but state-wide vision. We need and must have state-wide co-operation of teachers and trustees—the professional and the layman bodies in education—to amend old educational doctrines, to formulate new ones, and to secure their enactment into law. The only right way to build up educational policies and to crystallize them into law is through frank, open, wide-spread discussion. The necessity of an easy means of communication between the teachers and the trustees of California, with an open forum for discussion, is apparent.

PLAN OF AN OFFICIAL JOURNAL

What have we been doing to meet this necessity for state-wide coherence in educational matters? What has been done to bring the teachers and the trustees into effective co-operation? Several years ago the legislature recognized this need and provided an official journal to meet it. The State set aside approximately \$5,000 a year to give assistance in this way to both teachers and trustees. It was the special function of the official journal to develop in teachers and trustees alike an intelligent conception of their duties in their relations to the State as a whole. Clearly the official journal was designed as a great unifying force. Unfortunately, under the provisions of the law, the journal did not reach the teachers in our city schools. This defect was remedied to a certain extent by the great teachers' associations of the State. Through great meetings designed to give teachers state-wide conceptions of educational problems, and through a journal of their own—the SIERRA EDUCATIONAL NEWS—to keep the good work going the year through, the teachers of California have developed a clearer consciousness and appreciation of education as a state function. With this better understanding has come a clear recognition of the necessity for united action to advance the educational welfare of the State. This has been a commendable work, but it has fallen short of its highest good because

there has been no means of bringing the trustees of the State into vitalizing touch with it. The professional right hand of the service—the teaching body—is more than willing to join itself with the layman left hand—the trustees—to carry our educational banners still higher.

EFFORTS OF THE TEACHING-BODY

For many months it has been the desire and the purpose of the teachers of California to effect this desirable co-operation of teachers and trustees. With this purpose in view, the representatives of the teaching-body asked the State Board to designate the SIERRA EDUCATIONAL NEWS as the official journal. With this designation the NEWS would reach monthly the clerks of the thirty-three hundred school districts of the State in addition to its present list of more than eight thousand teachers. At no expense to the State, the teaching-body is organized and ready for effective co-operation with the trustees. Is it not plain that the designation of the NEWS, affording a means of reaching the trustees as well as the teachers, would be a long step toward the desired co-operation? Thus a means of state-wide communication would be established and a forum for discussion provided. Then we should have a plan truly in keeping with our educational needs as a state system.

RESPONSIBILITY OF THE STATE BOARD

We can not believe that the State Board fully considered the possibilities for good in thus bringing together the teachers and the trustees of California under the general guidance of the department of public instruction. Here was a splendid opportunity to establish a means of communication that should make the remotest district in California feel itself an essential part of one magnificent educational system. The action of the State Board in cutting the educational wires means isolation for the trustees in that remote district, and isolation means weakness. The State Board assumes a grave responsibility when it deliberately cuts off the trustees from the teachers of the State.

PREJUDICIAL USE OF TERMS

Has the State Board risen to a broad conception of the possibilities for good in an official journal? Has it faced the question on its merits?

We believe not. What has prevented the broad grasp that we should have expected? Assuming that Mr. Ware's presentation states fairly the position of the State Board, we believe we see where the Board left the track. Dissatisfied with certain features in the conduct of the official journal in the past, the Board came to the conclusion that the plan of an official journal is inherently wrong. In all probability this unwarranted generalization was hastened by loose thinking concerning the journal fund. The use of the terms *premium*, *bonus*, and especially *subsidy* in referring to this fund has created a prejudice against it, and has prevented a trial of the question on its merits. The term *subsidy* carries an element of opprobrium; for in its usual acceptance the term implies a *gift* or *overpayment* as distinguished from *compensation*. Gifts and overpayments are wrong, and should be reprobated. But compensation for service is right. We are willing to call the difference between faulty service and payment for good service graft, whether the offender be a shiftless official journal or a lazy member of the State Board of Education. But the money set aside by the State for an official journal is just as clean and is no more "a statutory graft" necessarily than that appropriated for the maintenance of a normal school. Whether it shall be kept clean in each instance and made to render true service to the State, depends solely upon its administration. So let us not use terms that imply that the journal fund or a normal school appropriation is necessarily tainted money. In each case the problem is to make service square with payment; and that is a problem of administration. We fear that in reprobating *subsidies* as inherently wrong, the State Board lost sight of this fact.

SOME LEGITIMATE QUESTIONS ANSWERED

We concede, however, that questions may fairly be raised as to the probability of successful administration of the journal fund. But these questions can not be raised on a basis of inherent right or wrong. They must be specific and individual. They must be applied to a particular journal—in this instance, the SIERRA EDUCATIONAL NEWS—just as a physician examines a man desiring life insurance.

What reasons have we for believing that the NEWS would render efficient service as the official journal? In addition to the general argument for co-operation, as previously presented, let us add a few supplementary considerations touching the question of administration.

Owned by the teachers of California, the NEWS is self-sustaining. The Council of Education does not offer to administer the journal fund because the SIERRA EDUCATIONAL NEWS or the Council needs the money. It does not make a cent's difference to the editor or to any member of the Council whether or not the NEWS is made the official journal. Knowing what the paper has done in unifying and assisting the teaching-body of California, the Council rightly places its journal at the disposal of the State to carry on the work of educational cooperation and assistance on a larger scale. The question is not what the SIERRA EDUCATIONAL NEWS needs; rather it is what the state of California needs. The Council offers an unprecedented administration of the journal fund. With its journalistic machinery fully established and self-sustaining, the Council guarantees to the State the expenditure of every dollar of the fund for direct educational purposes. Not one dollar need be spent for administration. The entire sum could be used to make a bigger and better journal. To safeguard these conditions, the Council has agreed to place two members of the State Board on the advisory editorial board of the paper. Can we doubt that the paper would be held in line with educational needs? Could any privately-owned journal offer as great assurance of effective administration?

Would the NEWS lose its "independence, courage and virility" if made the official journal? Not until the Council loses its independence, courage and virility; and that is a contingency hardly worth worrying over. We point to the record of the paper in these qualities as a good indication for the future.

What guarantees have we that the NEWS would stand for fair play and would not become "a monopoly in restraint of the publication of the truth"? First, the ownership and control of the NEWS, rendering it impossible for the editorial staff to pursue a false policy for any considerable period of time; second, the power of the State Board to withdraw the designation without notice at any time. But even better than these inherent checks is the record of the paper for fair play. Its pages have always been open for the discussion of educational questions, even to the abuse of its editor. The paper believes in the open-air cure. Free speech contains its own corrective. If a man abuses the right of publicity, his errors return to plague and discredit him. The paper has never refused to present views opposed to those held by the

editorial staff. On the contrary, it has extended invitations for the presentation of such views, as in the case of Mr. Ware's article in this number. In view of these facts, fear of "a monopoly in restraint of the publication of the truth" would seem to be ill-founded.

"OVERCHARGING THE STATE"

If the NEWS were made the official journal and should collect \$1.50 for each subscription from the school districts, would the Council of Education be guilty of overcharging the State? This looks like a serious question, but fortunately the answer is not far to seek. The California Teachers' Association is organized under the laws of California "as a corporation *not for profit*." The only dividend sought is increased efficiency in educational work. To this end, the Association uses two principal agencies—annual meetings of the four sections of the Association and a journal. To carry on the work each member contributes one dollar per year. Of this dollar forty cents is used to maintain the annual meetings of the sections, and the remaining sixty cents is turned into the journal fund. Thus the paper is supplied to its owners for sixty cents, not because sixty cents represents its value but because the journal end of the work can get along fairly well with this amount. As a matter of fact, sixty cents does not cover the cost of printing and mailing the paper, to say nothing of editing and office expenses. Including these, the cost per subscription is more than a dollar. No further call is made on the members, however, because the business end of the paper meets the deficit. The Association runs the journal solely to improve educational conditions. No element of financial gain for any person enters into its work. It would be financially impossible to supply the NEWS in its present form to the State at sixty cents. The business end could not offset the loss involved in the subscriptions. Should the Council be charged with bad business morality for its offer to administer the journal fund at the price fixed by the State, because it has been able to furnish the paper to its owners at less than cost? If the Council furnished the NEWS to the teachers at a profit, or if it sought the administration of the journal fund to reduce the cost to the teachers, criticism would be just. In reality the Council offers its services to the State as trustee. It offers to administer the entire fund for direct educational purposes without administrative expense. We believe that accept-

ance of this offer of the Council would prove that no other \$5,000 now being spent for educational purposes in this State would yield better returns than the journal fund. We are equally confident that no obliquity, either legal or moral, would attach to this service.

"A FAIR FIELD FOR ALL"

We recognize, also, the validity of the query whether it would not be well to do away with an official organ and throw the entire field of educational journalism open to private enterprise. This is a very pertinent inquiry, one that must appeal to all fair-minded, disinterested persons. More than any other people, we Americans believe in private enterprise and competition. Unlike many other nations, we hesitate to close fields of endeavor to private enterprise in favor of public administration. We never do so except to insure the greatest good to the greatest number. But the one great field we unhesitatingly exempt from private exploitation is that of education. We consider education essentially the business of the state. For the ultimate purpose of private enterprise is gain, with public welfare incidental; while the ultimate purpose of public administration is public welfare. If California desires to use an educational journal to advance public welfare, no objection on the ground of private competition is valid. The greater consideration outweighs the less.

No one will deny that aid to trustees at the expense of the State is justifiable and advisable. If an educational journal will broaden a trustee's viewpoint, the State will serve its own interests by providing the journal. So long as the State pays for the journal, what difference in principle whether each trustee selects for himself or the State Board for all? None. The purpose sought is educational welfare, and the question is simply one of administration. No inherent rights are trampled upon. Under the law the State Board prescribes textbooks for use in all schools. Parents and children have no more inherent right to object than trustees would have over the selection of an official journal. In both cases, the question is simply whether uniformity or individual preference will best advance the public welfare.

Would it advance public welfare for each trustee to select an educational journal for himself, rather than to have an official journal selected by the State Board? We believe not. No matter how effective any privately-owned journal in this State might be, its designation as

the official journal would give it greater standing and usefulness. For that designation dignifies it as a channel through which the State seeks definitely its purpose of welfare. A kindred purpose lies back of the remarkable success of the SIERRA EDUCATIONAL NEWS. The NEWS is not dedicated to gain. Owned by the teachers of California, it has been dedicated by them to the advancement of the educational welfare of the State. Thus has it approached the spirit and dignity of state direction. Guided by the Council of Education, it has helped bring the teachers of California into cheerful, effective, unselfish co-operation. We believe that no privately-owned journal could have done this work. That the NEWS has done it is a strong guarantee of its ability to render a similar service to the trustees, if made the official organ. We believe that no privately-owned journal, seeking an ultimate purpose of gain, could render equal service to the trustees.

We believe strongly that if the State desires to use educational journalism to advance public welfare, the State Board should give definiteness to the work by designating an official journal. Otherwise there will be waste of effort and of money through lack of direction. We are convinced that uniformity with responsibility to the State Board will best conserve educational needs.

ACROSS THE PATH OF PROGRESS

Having considered at some length the legitimate questions dealing with a proper administration of the journal fund, may we be permitted specific criticism of Mr. Ware's argument and its tendency as a policy of the State Board? Proceeding on several unwarranted assumptions stated as facts, Mr. Ware has created dangers where none exist. His first unwarranted assumption is that the motives of the Council in offering to administer the journal fund are selfish—a scramble for "raw meat." The Council should not be held responsible for Mr. Ware's failure to understand its motives. The second unwarranted assumption is that no paper as official journal could render adequate return for the money. This assumption of omniscience is amusing. The assumption that an official journal is designated by virtue of its influence, rather than by its value to the schools, is a severe, and we believe, unjust reflection upon the State Board. While admitting that the Board has its faults, we hold it in higher esteem than does Mr. Ware. The assumption that the designation of an official journal would "set a privileged monopoly in possession of the field" is likewise unfounded.

The SIERRA EDUCATIONAL NEWS thrive and waxed strong while the *Western Journal of Education* was the official organ. Both journals have expressed determination to continue publication in any event. Another grave error of Mr. Ware's is the assumption that the demand of the teachers and superintendents for an official journal has no real backing—that this demand was produced by the manipulation of "ringleaders" and "bookmen." This assumption is certainly unworthy of Mr. Ware.

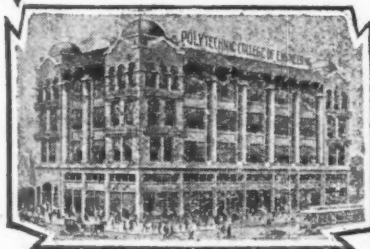
The reactionary tendency of Mr. Ware's argument is apparent. In adopting this argument as a policy, the State Board blocks the path of progress. For the refusal of the Board to designate a journal is opposed to the spirit of recent educational legislation affecting trustees. The new laws providing for trustees' institutes and local institutes recognize in a marked way the importance of the trustee in our educational work. Strange that with this legislation designed to increase the efficiency of trustees within the counties, the State Board should deliberately cut off the principal vista opening upon our educational work in its essential unity as a state system! The legislature that passed the new laws for the assistance of trustees refused to repeal the law providing for an official journal. The inconsistency which the legislature refused to commit has been perpetrated by the State Board.

A REASONABLE REQUEST

The crowning reason for the designation of the SIERRA EDUCATIONAL NEWS lies in the present opportunity for state-wide co-operation under the direction of the department of public instruction. A great unifying influence is at hand, ready for use. It is ours to have mutual understanding, sympathetic counseling, and cheerful assistance throughout the great field of the State. Is it not a plan that is truly consonant with the conception of our educational work as a great state system? With all courtesy and earnestness we ask the State Board for a reconsideration of the question. Not for selfish reasons do we ask this reconsideration, but in the highest and best interests of the schools of California. Grant a fair trial of the SIERRA EDUCATIONAL NEWS as the official organ until the next meeting of the legislature. Then if not satisfied with the results, the recommendation of the State Board to the legislature to discontinue an official journal would rightly be in order. Surely the plan is worthy of a trial, both on its merits and in deference to the expressed desire of the teaching-body of California.

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Gleanings

W. H. Langdon of Modesto, formerly superintendent of schools and district attorney of San Francisco, has been appointed a member of the Fresno Normal board of trustees by Governor Johnson. A better appointment can not well be imagined. It will serve to keep Mr. Langdon definitely interested in our educational work.

T. J. Penfield has accepted the principalship of the Turlock high school, vice Miss Maud Clark, resigned.

C. J. Walker, for many years county superintendent of Tulare county, has been made city superintendent of Visalia. Morris Rowell has been made principal of the high school.

Irvin Passmore, principal of the Petaluma high school, has accepted the principalship of the high school at Fairfield. W. O. Smith, head of the science department in the Mission high school, San Francisco, will succeed Mr. Passmore at Petaluma.

Several changes have been made in the Alameda department. Fred H. Kruse, principal of the Lincoln school, has been granted a year's leave for study at the University of California. Edward Albert, principal at the Longfellow school, has been transferred to the Lincoln. Clarence J. Du Four has been transferred from the Mastick to the new Washington school. Hereafter Mastick and Longfellow schools will be primary schools. Arthur Heche, a graduate of San Jose Normal and of Stanford University, has been assigned to the principalship at the Mastick, while Miss Gertrude E. Treanor will become principal at Longfellow. Rudolph E. Bosshard comes from the Fresno department to accept the vice-principalship at the Porter school.

On May 16th Oakland passed a bond issue including \$2,493,900 for public schools. A new manual training and commercial high school will be built and equipped at a cost of \$600,000. Additions costing \$138,000 will be made to two of the present high school buildings. On the elementary schools the city will spend \$1,755,900. Nothing but fireproof structures of the most modern design will be built. Playgrounds will be provided for each school. Oakland is fast becoming a real city, not simply a home for commuters.

Dr. John Gamble has resigned the principalship of the Haywards high school. His successor will be Frederic Perley Johnson, principal of the Boulder Creek high school.

Merton E. Hill, supervising-principal of the Upland schools, has been elected principal of the Chaffey union high school. This is a newly formed district of the Ontario and Upland grammar and high



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Say you saw it in the Sierra Educational News

school districts. The union secures a 20-acre campus and an endowment of about \$50,000 belonging formerly to Chaffey College.

Supt. Hugh J. Baldwin of San Diego is to the front with a plan for building simple open-air structures in connection with the regular school buildings of the county. These open-air rooms are to be used at the discretion of the teachers. The plan is a good one, entirely feasible, as it entails no great expense.

Several California teachers were honored by appointment to the faculty of the University of California summer school. Dr. Everett C. Beach of Los Angeles gave a course in physical education; Miss Gertrude Payne, of the San Jose Normal, in reading; Miss May Gearhart, of Los Angeles, in drawing; Miss Signe Hagelthorne, of Mills College, in physical education; Miss Margaret Donaldson, of Throop Institute, in drawing; Mrs. Miriam Morgan, of Los Angeles, in Folk Dances.

Dr. Charles Small of the Los Angeles normal school has been elected city superintendent of San Luis Obispo, vice H. F. Pinnell, resigned.

Supt. C. L. McLane has been appointed acting president of the new normal school at Fresno. The Fresno board of education is rendering all possible assistance to the Normal board in getting ready for the opening of the Normal in September. President McLane has been authorized to proceed with the selection of a faculty and the organization of courses. For a considerable time the Junior College and the Normal will be closely allied in faculty and general organization.

Geo. L. Sackett, secretary of the State Textbook Committee, has resigned to accept a principalship in the Oakland department. Mr. Sackett assumed his new duties on the first of August.

James O. Osborne, for several years with the American Book Co., will return to school work in the fall. Mr. Osborne has accepted the principalship of the Shasta county high school at Redding. It may be that a desire to settle down and establish a home may have had some bearing on Mr. Osborne's return to the profession.

Frank J. Brown, ex-state superintendent of schools, Washington, and for the past four years teacher in the San Francisco school department, has accepted the principalship of the Boulder Creek high school.

Supt. Will C. Wood of Alameda has been re-elected for a term of four years with a raise in salary to \$3,600. Supt. Wood is fully deserving of these expressions of confidence and appreciation.

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Dr. M. S. Cross, principal of the Esparto high school, died recently. Prior to his work at Esparto, Dr. Cross was for eighteen years a member of the faculty of the University of the Pacific. He was a man of high character and fine attainments.

Walter N. Bush, for many years principal of the Polytechnic high school in San Francisco, died on May 21st. Mr. Bush was an able man, making his educational service a valuable one.

Dr. E. B. Hoag has resigned his position as school medical director of the Berkeley schools to devote his entire time to his work at the University of California and to writing. Dr. Hoag is a member of the faculty of the summer school of New York University, giving courses in public health and child hygiene.

On May 7th a monument to the memory of Robert Louis Stevenson was unveiled at Mt. St. Helena, near Napa. In 1880 Stevenson wrote his famous novel, "The Silverado Squatters," here on the mountain. The monument is a handsome tablet of Scotch granite in the form of a book, with quotations from Stevenson engraved on it.

Chas. C. Hughes resigned his position with the American Book Co. in April to become superintendent of the Eureka schools. Several years ago Mr. Hughes was superintendent of the Alameda schools and made a fine record in that position. We should be glad to welcome some more good bookmen back to the educational ranks.

An interesting course of four lectures on birds, illustrated with lantern slides, was given at the summer session of the University of California by Herbert L. Coggins, of Whitaker & Ray-Wiggin Co., San Francisco. Mr. Coggins is a scientist as well as a humorist. He is an entertaining speaker.

Milton Bradley Co. has issued a booklet containing selections from Sadi's *Gulistan*. The tone of modern cynicism running through this book is amazing when one considers that Sadi was born in Persia in 1184. A copy of the booklet will be sent free on request to any teacher or trustee. Write for it; you will enjoy it.

William L. Potts, who has been connected with the Shasta County high school for the last two years, first as instructor in manual training and for the last few months as principal, has accepted a position in the California School of Mechanical Arts, where he will teach applied mathematics and drawing.

J. T. Anderson, who for several years was superintendent of the Long Beach schools, has been appointed supervising-principal of the Glendale grammar schools.

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CHARLES F. SCOTT

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Under the most pleasing auspices the commencement exercises at Mills College were concluded Tuesday afternoon, May 16th, and two classes were recipients of well-earned diplomas. The seminary class was the larger. Owing to its being the last seminary class to be graduated from Mills, the group of girls received particular attention. Mrs. Susan Mills, who, with her husband founded the seminary in 1865 and later took the step that will make it a college exclusively, bade the class Godspeed. Mrs. Mills personally handed them their diplomas, and in so doing she was given an ovation by the audience.

Dr. James A. Blaisdell, president of Pomona College, delivered the address. He said in part:

"The hammers of the world's smiths are beating out a star; they are moulding planets. The responsibility for human life drops deeper into our being than does the conservation of material things. And in this the child's interests are foremost. Let us make the child the focus of the care of the world. Let us call this the century of the child and lift the burden from its shoulders. This is an argument for stewardship. The greatest thing in the world is to care for others, that great regard which Humanity has conceived for its brother."

Over one hundred letters of congratulation were received by Mrs. Mills, among which was one from the wife of the Governor, Mrs. Hiram Johnson, a former Mills girl. This was read aloud from the platform. Professor George C. Edwards, who presided, gave out an interesting report of donations for the year just closed. The donations for the year totaled the handsome sum of \$108,565. During the past year the Margaret Carnegie Library acquired by gift and purchase 1275 volumes.

Albert M. Armstrong of San Francisco has been selected as superintendent of the Vallejo schools, an office created under the new form of government which went into effect there the first of July. Mr. Armstrong is a graduate of the University of California, and has been connected for a number of years with the public school department of San Francisco.

George Albee, who resigned from the principalship of the Tulare high school, has accepted the principalship of the Paso Robles high school.

Robert Mantz, teacher of mathematics in Reid's School, Belmont, has accepted the principalship of the Redwood City grammar school, vice Geo. McDaniels, resigned.

The free public lectures under the direction of the San Francisco board of education has proved a great success. The attendance has been large and appreciative.

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A HISTORY OF THE ANCIENT WORLD

By Prof. George Willis Botsford, Columbia University.
An important addition to High School textbooks, written especially for first year students. It will pay you to examine this book before selecting your text for this year's work.

To Be Published in September

HIGH SCHOOL CHEMISTRY

By Prof. Wm. C. Morgan, University of California, and
Prof. James A. Lyman, University of Southern California.

INTRODUCTORY GENERAL SCIENCE

By Percy E. Rowell, Gardena High School, Gardena, Cal.

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COMMERCIAL GEOGRAPHY. By Albert Perry Brigham, Professor of Geology, Colgate University. Cloth, 469 pages. Price, \$1.30. Ginn & Co., 717 Market street, San Francisco.

In this volume the author sets forth the principles of commercial geography, offering, so far as space permits, the more important facts about our own and other countries. The principles are inductively approached through five products of world-wide significance,—wheat, cotton, cattle, iron, and coal. Our own country is given much emphasis. In addition to the usual range of subjects a chapter on water resources deals with this highly essential theme of the present day, and chapters on concentration of industry, centers of general industry, transportation, communication, and the relations of government to commerce mark the permanent and educational value of geographic relations as compared with changing statistics. Only one-third of the book is given to foreign countries, and to these in the order of their importance. The work is very fully illustrated with diagrams, maps and photographs that are closely related to the text. The book is original, accurate, systematic, and above all, interesting. It will take its place as one of the very best texts on Commercial Geography.

THE ELEANOR SMITH MUSIC PRIMER. By Eleanor Smith. Cloth, 128 pages. Price, 25 cents. American Book Company, 565 Market street, San Francisco.

This primer presents a collection of first year songs, which are varied in origin and character, childlike in spirit, and very simple in structure. Songs expressive of the natural activities and interests of childhood predominate, while music of lasting quality has been chosen. There are many folk songs, as well as some from well known composers. Part I contains songs to be learned by note, while Parts II and III offer melodies and simple tunes for practice in sight reading and in writing music. The type used is large and clear, the accompaniment being in smaller type than the melody, thus avoiding confusion; while in Parts II and III each type line represents a complete phrase of the song.

PROGRESSIVE LESSONS IN BUSINESS WRITING. By C. S. Rogers, Principal Accountancy School, Y. M. C. A., San Francisco. Pamphlet, 44 pages. Price, 25 cents. C. S. Rogers, 522 Y. M. C. A. Bldg., San Francisco.

We have seen nothing that surpasses this simple booklet as a guide to good, practical penmanship. The exercises are simple and well graded, and the copies are beautifully clear. The system is used in some of the best business colleges on the coast. Any public school teacher in grammar grades or high school who is handling penmanship will find this little book very helpful.

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HISTORY OF THE ANCIENT WORLD. By George Willis Botsford, Ph.D., Professor of History in Columbia University. Cloth, 588 pages. Price, \$1.50. The Macmillan Co., 565 Market street, San Francisco.

This is the latest of several successful books by this well-known author. The present volume will probably outrank its predecessors. It represents a prodigious amount of work, but is scholarly and well written throughout. The book presents Ancient History in accordance with the best thought concerning the presentation of such work, as suggested by the Committee of Seven. The text is aided by many fine illustrations.

TEXTBOOK ON DOMESTIC ART. By Carrie Crane Ingalls, Teacher of Domestic Art in Cogswell Polytechnical College, San Francisco. Cloth, 232 pages. Price, \$1.50. Cunningham, Curtiss & Welch, 565 Market street, San Francisco.

This is a timely book on a timely subject by one who really knows how. It outlines a course for the upper grammar grades and the high school. With pleasing directness the book leads through the different stitches up to garment making. The author considers drafting a necessary part of the work and so provides a complete series of drafts and illustrations. There is also interesting information concerning different materials and their availability. We predict a wide use of the book, for we are just opening the subject in California.

DRAMATIZATIONS OF SCHOOL CLASSICS. By Mary A. Laselle, Teacher Technical High School, Newton, Mass. Cloth, 160 pages. Price, 40 cents. Educational Publishing Co., 717 Market street, San Francisco.

There can be no doubt that dramatic representations appeal strongly to children. This book is based on the belief that such representations will help develop a greater appreciation of literature. The selections can be used, however, without action or scenery. Spirited dialogue tends toward expressive, intelligent reading. The selections number masterpieces from Hawthorne, Browning, Irving, Dickens, Longfellow, Scott, Shakespeare, Goldsmith, and Cooper.

HISTORY OF THE UNITED STATES FOR SCHOOLS. By Andrew C. McLaughlin, A.M., LL.B., Professor of History, University of Chicago, and Claude H. Van Tyne, Ph.D., Professor of American History, University of Michigan. Cloth, 498 pages. Price, \$1. D. Appleton & Co., 833 Market street, San Francisco.

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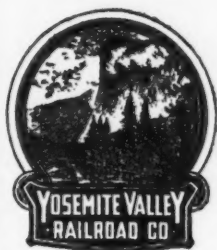
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